



Graduate Executive Committee

10/3/2025

Minutes

Attendees:

Voting Members: Bob Camley, Carlos Diaz, Christina Jimenez, Cindy Yee, Heather Song, James Pearson, Jeremy Bono, Jessica Berrett, Johanna Baez, Justin Cole, Kara Carnes-Holt, Katie Busby (as proxy for LaVonne Johnson) Katie Sullivan, Frank Zhang, Leilani Feliciano, Mandi Elder, Morgan Shepherd, Patty Witkowsky, Gregory Plett (as proxy for Scott Trimboli)

Non – Voting Members: Amanda Bear, Amy Rodas, Andrew Lac, Bee Bish, Carolyn Daley, David DuBois, David Moon, Deanna Johnson, Hillary Fouts, Janel Owens, Jena McCollum, Jennifer Newcomb, Jessica Kirby, Jose Mora, Karin Larkin, Kim Paine, Kristen Walcott, Kristina Ewald, Lauren Harriott, Mary Rupp, Megan Rogers, Monica Yoo, Regina Winters, Rory Lewis, Rosey Reidl Smith, Sam Adams, Sarah Long, Shonda Johnson, Sofi Cruz Duke, Stephanie Trujillo, Susan Eldridge, Wendi Clouse

Agenda Items:

- Graduate School faculty fellow (Hillary Fouts)
 - Jena McCollum will serve as the new Graduate School Faculty Fellow
- Johnson Beth-El College of Nursing and Health Sciences Proposed Accelerated Master's Program (AMP) in Health Promotion (Jess Kirby)

GEC voted to recommend new AMP (15 agree, 0 disagree, 0 abstain)
- Johnson Beth-El College of Nursing and Health Sciences Proposed MSc Health Promotion Graduate Program Revision (Jess Kirby)

GEC voted to recommend the program revision (11 agree, 0 disagree, 2 abstain)
- College of Business Proposed Revision of Graduate Certificate in Accounting (Morgan Shepherd)

GEC voted to recommend the certificate revision (15 agree, 0 disagree, 0 abstain)
- College of Education Proposed Revision of Substance Abuse and Recovery Certificate (SURC) (Amanda Bear)

GEC voted to recommend the certificate revision (12 agree, 0 disagree, 0 abstain)
- Graduate School Policy on Course Validations (see attached proposed changes (Hillary Fouts)

GEC voted to recommend the change in policy on course validations (12 agree, 1 disagree, 0 abstain)
- Graduate School Policy on Appeals (see attached proposed changes) (Hillary Fouts)
 - No vote was held, the Graduate School will take the feedback received during GEC and return in the future
- Graduate School Transfer Credit Procedures (Hillary Fouts)
 - Please see the attached new procedures for transfer credits
- New Structure for Graduate Student Funding (Janel Owens)
 - There is now a "Funding" tab on the graduate school's website that contains detailed information for students and programs on funding opportunities for graduate students
 - Specific questions about funding should be sent to the new grad school funding email: gradfund@uccs.edu

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- The Graduate School is creating a Canvas page with repository of information on Canvas that will be available to graduate program faculty and staff

Announcements:

- Information on how faculty can gain access to iThenticate can be found on the Graduate School's website under the Faculty and Staff Resources page: <https://graduateschool.uccs.edu/faculty-staff-resources#ithenticate> or on the FRC website under the TurnItIn tab: https://frc.uccs.edu/technology_tools/turnitin
- All program items must go through the appropriate department/college level approvals before being brought to GEC or risk having approval revoked. The Graduate School may ask for documentation that items have been through all appropriate approval steps before their submission to the GEC

GEC Meetings for (Academic Year) all meetings are from 10:00-11:30

- Fall GEC Meetings
 - 11/7, 12/12
- Spring GEC Meetings
 - 2/6, 3/13, 4/3, 5/1

AMP Proposal for MSc in Health Promotion

Rationale

The proposed Accelerated Master's Program (AMP) in Health Promotion will support the demand for health and wellness professionals across multiple sectors and community settings. The accelerated option will allow students to earn their undergraduate and graduate degrees in a shortened time frame, typically within five years. Graduates will be prepared for careers designing, implementing, and evaluating health promotion programs in various public and private agencies at organizational, local, state, and national levels.

This accelerated program reduces the overall cost and duration of study and provides a structured transition from undergraduate to graduate studies for UCCS students specifically. This supports the campus strategic goals for sustainable and strategic growth “that strengthens enrollment, expands in-demand academic programs, and strives for affordability for students.” Our undergraduate enrollment has nearly doubled in the past three years and this AMP program will allow us to capitalize on that growth by providing our high achieving students a shortened and streamlined pathway to complete a master's degree, while also welcoming other high achieving students at UCCS interested in professional development in health and wellness.

Program Requirements and Application Process

Students completing the MSc in Health Promotion via the AMP pathway will apply in their junior year with the AMP intent application. Once accepted, students can enroll in 5000-level courses to begin graduate coursework in their final year of undergraduate study.

Any UCCS student with a 3.0 GPA is eligible to apply. We have historically accepted graduate students from all different undergraduate majors and they do well in our program, which is already interdisciplinary in nature. In order to be eligible, students must also meet the graduate school minimum eligibility of:

- 30 credit hours completed at UCCS, and 15 credits hours completed in their undergraduate major
- Complete any MAP deficiencies prior to applying

- Maintain continuous enrollment in Fall and Spring between undergraduate and graduate studies

Students interested in the AMP should schedule a meeting with the Graduate Coordinator to discuss the program details and confirm their eligibility. To be considered for admission, it is strongly recommended that students notify the Graduate Coordinator during their junior year, though notifications will be accepted up until the start of the first semester of their senior year. The following materials must be submitted to the Graduate Coordinator for consideration:

- Intent Application: This application states that you are eligible for the AMP program and intend to begin taking dual-counting graduate courses during your Bachelor's degree.
- A personal statement of Intent
- One letter of recommendation from a UCCS faculty member
- An unofficial transcript.

Undergraduate students from any major can count 12 credits of graduate health promotion coursework taken in their final undergraduate year towards the MSc in Health Promotion. Those 12 credits will also count towards completion of their undergraduate degree as open elective credit in most cases. For those completing their BS in Health and Wellness Promotion some of the 12 credits may substitute some undergraduate degree requirements.

12 credits of dual counting courses will include:

- HSCI 6040 (to be renumbered to 5000 level in 2026)
- HSCI 5100
- HSCI 6180 (to be renumbered to 5000 level in 2026)
- HSCI 6220 (to be renumbered to 5000 level in 2026)

Students in the AMP program must maintain at least a 3.0 GPA to remain in the accelerated pathway. In their last undergraduate spring semester, students will be required to submit an official graduate application to the UCCS graduate school. If they have successfully completed the AMP courses with at least a 3.0 GPA they will be accepted into MSc program to complete the second year of the program and the remaining graduate credit hours for degree completion.

Students who drop out or are dismissed from the AMP will be eligible to complete their bachelor's degree, subject to the normal rules of that program. They will be eligible to apply to the master's program and transfer credits, subject to the normal

limitations of the BA and MSc degree. They will not be allowed to double count 5000-level courses that were taken at the undergraduate level.

Resources

No additional costs or resources are anticipated with the addition of the AMP pathway. Existing faculty teaching capacity and courses offered will accommodate the expected program enrollment.

Tracking Progress

The Health Promotion graduate program coordinator will track students entering or discontinuing the accelerated pathway each semester and inform the graduate school and other necessary departments accordingly.

Approval

The AMP pathway for Health Promotion has been approved by the Health Science faculty and the by the Chair, Dr. Jackie Berning. JBE college does not have a college level curriculum committee. Approvals come from the specific department. Curricular changes are managed, approved, and voted on by each department's faculty and signed off on by the department chair who represents both the department and college level approval.

MSc Health Promotion Graduate Program Revision Proposal

REQUEST: Request for revision to the degree program: Master of Sciences in Health Promotion

Reduction from 34 to 30 required credit hours

TIMELINE: Beginning Fall 2026

CONTACT: Dr. Jess Kirby, Associate Professor Health Promotion, Graduate Program Coordinator, jkirby@uccs.edu

Master of Sciences in Health Promotion Overview

The MSc in Health Promotion program equips students with the knowledge and skills needed to apply the principles of health promotion in a variety of community, research, clinical, business, and school settings. Graduates of this program are prepared to take leadership roles in designing, implementing, and evaluating health promotion programs in various public and private agencies at organizational, local, state, and national levels.

Proposed Changes to the Master of Sciences in Health Promotion degree program

We propose decreasing the number of required credit hours in the degree from 34 credits to 30 credits.

Rationale for Program Changes—reduction of 4 credit hours

Reducing the number of required credit hours will make our graduate program more competitive with other health and wellness graduate programs nationally and align with the UCCS strategic plan for strategic growth “that strengthens enrollment, expands in-demand academic programs, and strives for affordability for students.” The reduction will reduce elective credits by 3, and one course that is required (stats) is changing from a 4-credit course to a 3-credit course.

The reduction aligns with other curricular changes in the program including changes in a few required classes and adjustments in course sequences related to the proposed addition of an AMP option for this program.

Additionally, informationally, per the aforementioned curricular adjustments we will be expanding one required course (HSCI 6031) from a one semester course to a two-semester course sequence and increasing HSCI 5100 from 1 credit to 3 credits to integrate more applied learning opportunities into the course sequence and better prepare students professionally. These cumulative changes reduce elective credits from 11 to 3.

Resources to Support Change

There are no additional costs associated with the reduction of credit hours.

Approval

The reduction in credit hours has been approved by the Health Science faculty and the by the Chair, Dr. Jackie Berning. JBE college does not have a college level curriculum committee. Approvals come from the specific department. Curricular changes are managed, approved, and voted on by each department's faculty and signed off on by the department chair who represents both the department and college level approval.

Graduate Certificate Revision Proposal

Graduate Certificate in Accounting

The proposed revision for the Graduate Certificate in *Accounting* aims to provide MBA students with foundational accounting skills that allow them to demonstrate the competencies needed to excel in business. The revised accounting certificate is a 4 course, **12-credit hour certificate based on three cornerstones** of accounting: Intermediate Accounting I, Intermediate Accounting II, and Cost Accounting. This revision will reduce the load of the certificate from a potential 27 credits to 12 credits due to the removal of all prerequisites.

As business leaders require MBA graduates with demonstrable accounting competencies, our program has evolved to meet this critical need through focused, practical education for MBA students who are not seeking a Certified Public Accountant (CPA) pathway. Previously, our accounting certificate required up to 27 credits, including extensive prerequisites that deterred working professionals and career-changing students from considering an accounting certificate. By streamlining to 12 credits and eliminating prerequisites, we've transformed the certificate from an academic barrier into a professional bridge.

The revised structure centers on three cornerstone courses, Intermediate Accounting I, Intermediate Accounting II, and Cost Accounting, which represents the most critical competencies for business leaders. This concentrated approach reflects adult learning principles, providing progressive skill building that moves from fundamental concepts to complex applications. The competency-based structure directly supports preparation for professional certifications like the CPA while enabling immediate workplace application. The certificate can provide a pathway to graduate level courses designed to prepare the learner for the CPA should they want to explore this learning opportunity.

Rationale

Employers face a persistent and increasing skills gap, especially in the field of accounting, leading to a demand for credentialing to bridge the gap. There is also a demand for employees with basic accounting skills. The ability to read, analyze, and generate financial statements, are critical foundational accounting skills needed for business (Stobierski, 2021). Market trends also indicate there is a noticeable shift towards non-degree credentials like certifications and micro-credentials, which many believe will become as valued as traditional university degrees in the future (Gasperson, 2025). The evolving job market necessitates continuous learning, upskilling, and reskilling to remain relevant, driving demand for credentials reflecting newly acquired skills (O'Leary, 2024). Learners and employers are increasingly interested in the impact of credentials on careers, including wage gains, career mobility, and promotion potential.

Resources and Capacity



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The courses are already taught at the graduate level in our department, by qualified full-time faculty. The certificate was designed with consideration of current teaching capacity and academic scheduling, the availability of graduate faculty, and ensuring that each area has courses that are taught at least yearly.

Curriculum

ACCT 6100 Accounting for Decision Making (Core MBA Course)

An exploration of the use of accounting information for executive decision-making. Emphasis is on understanding and applying basic managerial accounting skills to identify, use, and evaluate accounting information in both long-term strategic decisions and short-term operating decisions.

ACCT 5010 Intermediate Accounting I

A comprehensive analysis of the practice of financial accounting and reporting by public corporations to investors, creditors and other users. Includes analysis of standard setting, accounting theory and generally accepted accounting principles. Emphasis is on the purpose of financial statements with a focus on income determination and asset valuation. Includes the use of spreadsheets.

ACCT 5020 Intermediate Accounting II

A continuation of ACCT 5010 with focus on liabilities, equity, and special areas, including cash flow statements, leases, pensions, income taxes, and earnings per share. Includes the use of spreadsheets.

ACCT 5110 Cost Accounting

Cost analysis for purposes of control and decision making. Analysis of cost behavior, role of accounting in planning and control, and managerial uses of cost accounting data. Includes use of spreadsheets. Topics of current interest will be discussed, including activity-based costing.

References

Gasperson, S. (2025, February 4). Global trends in credentialing: Key insights from the 2025 ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/global-trends-in-credentialing-key-insights-2025/>

O'Leary, L. (2024, May 20). A summary of insights for credentialing from the ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/a-summary-of-insights-from-the-ets-human-progress-report/>

Stobierski, T. (2021, August 19). Financial Accounting Skills for Business Success. *Harvard Business School Business Insights*. <https://online.hbs.edu/blog/post/financial-accounting-skills>



Substance Use and Recovery Counseling (SURC) Graduate Certificate Program

Proposal

Faculty Coordinator: Amanda Bear LPC, LAC

Mission & Rationale

The Substance Use and Recovery Counseling (SURC) graduate certificate program contributes to the mission of the Department of Counseling and Human Services by preparing students to provide culturally- responsive, trauma-informed substance use counseling services. Students completing the course sequence engage in the rigorous training and fieldwork experiences necessary to develop the knowledge, skills, awareness, and advocacy competencies necessary for high-quality client care.

In 2018, the United States (U.S.) Department of Health and Human Services estimated that Colorado has a shortage of approximately 110 addictions counselors. Should the number of addictions counselors being introduced to the workforce through training programs remain constant, the shortage of addictions counselors is expected to increase to 430 providers by 2030 (U.S. Department of Health and Human Services, 2018). There is a clear need within the state of Colorado to increase the accessibility of Substance Use Disorder training and education programs that prepare practitioners for certification and licensure as substance abuse counselors.

Benefits

Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will have the following benefits:

- 1) Clearly articulate on the students' transcripts that they have completed the substance use courses necessary for addiction counseling credentials in the state of Colorado (the program maintains a Memorandum of Understanding with the Office of Behavioral Health stating that the courses meet the requirements for licensure),
- 2) enable non-degree seeking students looking to complete the necessary courses for substance use credentials in Colorado to earn college credit (as opposed to completing these courses with community training centers and earning only "training hours"),
- 3) introduce individuals seeking the necessary courses for substance use credentials in Colorado to the MA in Clinical Mental Health Counseling (CMHC) and School Counseling (SC) courses and degree programs at UCCS, as many of the substance use and recovery courses are also part of the core curriculum for the CMHS and SC MA degrees.
- 4) Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will increase enrollment in the substance use counseling courses by incentivizing the completion of these courses for students seeking licensure.



Structure

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling course sequence were determined through collaboration with the Office of Behavioral Health Certified Addiction Counselor Clinical Training Program.

In order to ensure compliance with CACREP Full Time Faculty to Student Ratio in all “core classes”, we are proposing 2 pathways for the SURC graduate certificate.

- The first pathway is for graduate students who are actively enrolled in the MA in Clinical Mental Health Counseling (CMHC) Program, or School Counseling (SC) Program; OR have graduated from the UCCS CMHC or SC Program (as they would not need to take the core classes).
- The second pathway is for students NOT enrolled in the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program.

Requirements

A total of no more than 25 students may be admitted to the certificate program each year

Students must complete each course with a passing grade of 70% or better.

No transfer credits will be accepted for the SURC graduate certificate due to OBH approved clinical training program status, and requirements.

Overview of Pathways & Required Courses



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Pathway 1 – UCCS MA in Counseling Students (current, and graduates who return to complete the certificate) (12 credits total)
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)
COUN 5840 Advanced Techniques& Evidence Based Practice
COUN 5960 Psychopharmacology (3 credit hour OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)

Pathway 2.A & 2.B – Graduate Students from Other Programs (12 credits total)
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)
COUN 5960 Psychopharmacology (3 credit hour OR 45 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)



Admissions Process

Pathway 1: Students are admitted and are pursuing the UCCS Master of Arts in Counseling and Human Services; Counseling and Mental Health or School Counseling degree program.

- Complete the “Intent to Declare the Substance Use and Recovery Program” Certificate using the following link:

https://surveyuccs.co1.qualtrics.com/jfe/form/SV_86Q4cuc8XAM7vv0

Any student admitted to the MA in Counseling program at UCCS may be admitted to pursue the SURC Graduate certificate in pathway 1.

Pathway 2.A: Students who have already graduated from UCCS with a Master of Arts degree in Counseling and Human Services with a Counseling and Mental Health or School Counseling subplan.

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Pathway 2.B: Prospective students and students from other degree programs at UCCS

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Program Costs

The Substance Use and Recovery Counseling program received \$198,000 in grant funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the expansion



of substance abuse programming at UCCS (from September 2020 – September 2022), which enabled the hiring of a Field Placement Coordinator to support fieldwork placement, and program development.

Despite this new addition, an additional instructor (full time, to be split between undergraduate human services BA, and this certificate program) must be hired within the first 2 years of the program, and an additional full time faculty member must be hired within 5 years of the initiation of this certificate in order to ensure that the MA in counseling program continues to meet the faculty to student ratio required by Council on Accreditation of Counseling and Related Programs (CACREP). These costs are reflected in the Substance Use and Recovery Counseling Graduate Certificate proforma, created in collaboration with April Keller in October of 2021.

Proposed changes 9/23/2025

Current Challenges:

The Office of Behavioral Health (OBH) requires the integration of various addiction counseling courses within college-level classes for students to become Certified Addiction Specialists. However, these courses are currently dispersed across multiple programs and delivered inefficiently, creating significant barriers for students. As a result, students often struggle to access a clear and cohesive career path into the addiction counseling field. This proposal seeks to address these challenges by streamlining the curriculum to provide students with a clearer, more efficient path to certification and career success.

Furthermore, due to course size limits Pathway 2 is limited to 25 students over A and B. The new alignment will cross list the required courses with bachelor's course equivalents in order to alleviate the course size limit restrictions found in our Master's courses. The cross-listed sections will be equivalent to those in the master's in counseling and human services sections but will be offered in another section.

Below you will find the attached initial approval form. Other than the course modifications the certificate will remain a pathway to gainful employment and all other measures and metrics will remain the same.



Proposed Changes for the Addiction Counseling Curriculum:

This proposal focuses on integrating the required addiction counseling courses, consolidating existing content, and aligning the curriculum more directly with OBH certification requirements. The goal is to reduce redundancy, decrease faculty workload, and most importantly, enhance accessibility for students. We will create a more streamlined, relevant learning experience that supports students in meeting OBH certification requirements within the context of the already-established in the Graduate Certificates.

Course Streamlining and Pathway Modifications:

1. Course Modifications:

- a. **Efficient Course Delivery:** Streamline the number of courses needed for certification. This will create a more efficient learning experience, while still ensuring students are fully prepared to become Licensed Addiction Counselors.
- b. **Clear Pathway to Certification:** Students will follow a clear, logical course sequence that leads directly to OBH certification, ensuring that their coursework aligns with the professional skills and knowledge needed to succeed in the addiction counseling field.
- c. **Decrease Faculty Burden:** The previous alignment required addictions faculty to be spread throughout classes. This will consolidate the courses addiction faculty must teach.

2. Integration with Online Pathways:

- a. **Flexible Online Formats:** We will develop pathways that allow students in the **Substance Use and Recovery Counseling** program to complete their training through **online formats**, making it easier for them to meet OBH standards in a more efficient and accessible manner. The integration of online learning will provide increased flexibility for students, particularly those who need to balance coursework with other professional or personal obligations.

Conclusion:

This proposal addresses the key challenges of fragmented and inefficient course delivery in addiction counseling education. By restructuring the curriculum and offering a more cohesive, streamlined pathway to certification, we will significantly improve the accessibility and relevance of the program. The integration of online learning options will



further enhance student success by allowing for flexible course delivery, while still ensuring that students meet all OBH requirements to become Certified Addiction Specialists.

Ultimately, this realignment will provide students with a clearer career path, enabling them to efficiently complete their studies and enter the workforce as qualified addiction counselors. It also ensures that our program meets the growing demand for addiction specialists, especially in underserved areas, positioning our graduates for long-term success in this crucial field.



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Certificate Approval Form

In order for a certificate program to be reviewed, please fill out the form below and submit to the appropriate college and campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: __Substance Use and Recovery Counseling Graduate Certificate _____

2. Department(s): __Department of Counseling and Human Services _____

3. College(s)/Institutions: __College of Education, University of Colorado Colorado Springs

4. Faculty Director/Advisor: __Dr. Cortny Stark _____

5. Type of Certificate:

Gainful Employment

6. Expected start date (semester and year): __Spring 2023__

7. Number of required credit hours:

- **Pathway 1 UCCS MA in Counseling Students** (current, and graduates who return to complete the certificate): 21 credits total
- **Pathway 2 Graduate Students from Other Programs:** 15 credits total

*A total of no more than 25 students maybe admitted to the certificate program each year.



8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
4 semesters or 1.5 years

9. Describe the certificate program. Include in your description the following information:

- a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.

The Substance Use and Recovery Counseling Graduate Certificate program contributes to the mission of the Department of Counseling and Human Services by preparing students to provide culturally-responsive, trauma-informed substance use counseling services. Students completing the course sequence engage in the rigorous training and fieldwork experiences necessary to develop the knowledge, skills, awareness, and advocacy competencies necessary for high-quality client care.

- b. Courses and requirements (e.g., minimum grades) to complete the certificate.

Students must complete the following courses with a passing grade of 70% in each class:

Pathway 1 – UCCS MA in Counseling Students (current, and graduates who return to complete the certificate) (21 credits total)
If student is actively enrolled and completes the MA in Clinical Mental Health Counseling (CMHC) Program, or School Counseling (SC) Program, OR has graduated from the UCCS CMHC or SC Program -
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)

Pathway 2.A & 2.B – Graduate Students from Other Programs (15 credits total)
If the student is NOT enrolled in or does not complete the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program -
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)



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COUN 5330 Issues/Ethics/Trends in Professional Counseling (3 credit hours OR 45 clock hours)
COUN 5520 Infectious Diseases in Addiction Treatment (1 credit hour OR 15 clock hours)
COUN 5960 Psychopharmacology (1 credit hour OR 15 clock hours)
COUN 5970 Advanced Pharmacology (1 credit hour OR 15 clock hours)
COUN 5100 Theories and Techniques of Group Counseling (3 credit hours OR 45 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)
COUN 5860 Social and Cultural Foundations of Professional Counseling (3 credit hours OR 45 clock hours)

COUN 5330 Issues/Ethics/Trends in Professional Counseling (3 credit hours OR 45 clock hours)
COUN 5520 Infectious Diseases in Addiction Treatment (1 credit hour OR 15 clock hours)
COUN 5960 Psychopharmacology (1 credit hour OR 15 clock hours)
COUN 5970 Advanced Pharmacology (1 credit hour OR 15 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)
In order to meet Colorado Office of Behavioral Health (OBH) education requirements for the LAC, students NOT enrolled in the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program in must either: 1) take the following courses at a local Certified Addiction Counselor Approved Training Program (list available at: https://cdhs.colorado.gov/behavioral-health/workforce-development), or 2) take college level courses that cover the same material, then submit the syllabi and official transcripts to the Center for Education and Credentialing (Additional information is available on the CCE website: http://www.cce-global.org/Assets/StateLicensure/COappAddictionCounselors.pdf)
Treating Diverse Populations (CAS course, 14 hours)
Group Counseling Skills (CAT course, 21 clock hours)
Advanced Case Conceptualization (CAS course, 14 clock hours)
Case Conceptualization and Documentation (CAT course, 14 clock hours)



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Addiction Counseling Skills (CAT Course, 21 clock hours)
Cognitive Behavioral Therapy (CAS Course, 14 clock hours)
Co-Occurring Disorders (CAS course, 14 clock hours)
Trauma Informed Care for Diverse Populations (CAT course, 14 clock hours)

Please note: OBH requires that students take a specific list of classes, some of which are eligible for "college equivalency" - where the student asks for a review of their classes and argues that the required OBH classes were covered in some of their college courses (more information regarding the required courses can be found in the OBH CAC Handbook, available here: <https://cdhs.colorado.gov/behavioral-health/workforce-development>). Some of the classes required by OBH do not have college equivalency. Our UCCS Department of Counseling and Human Services has an MOU with OBH that says that if a student takes all of our MA in counseling classes required for the MA in CMHC or SC, they've completed ALL of their required classes for licensure; this path to the graduate certificate is listed as "Pathway 1".

If a student only takes some of our MA in counseling classes (and are not technically an admitted MA in counseling student) then they are missing some of the OBH required classes. We are only requiring non-counseling students to complete those additions classes that include OBH classes AND do not have college equivalency; thus these students will need to take the courses outlined at the end of Pathway 2.A and 2.B, or similar courses (through another MA program, or a training program) – then, when applying for the Licensed Addiction Counselor (LAC) credential, they will inform OBH that those OBH required classes were covered in classes outside of those taken for the certificate.

- c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)

*Please note that a total of no more than 25 students maybe admitted to the certificate program each year.

Pathway 1: Students are admitted and are pursuing the UCCS Master of Arts in Counseling and Human Services; Counseling and Mental Health or School Counseling degree program.

- Complete the "Intent to Declare the Substance Use and Recovery Program" Certificate using the following link:
https://surveyuccs.col.qualtrics.com/jfe/form/SV_86Q4cuc8XAM7vv0

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Pathway 2.A: Students who have already graduated from UCCS with a Master of Arts degree in Counseling and Human Services with a Counseling and Mental Health or School Counseling subplan.

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- Submit a Goal Statement that answers the following questions:
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 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Pathway 2.B: Prospective students and students from other degree programs at UCCS

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

- d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person’s transcript may be changed).

Students must complete all of the required courses with a minimum passing score of 70%, per Office of Behavioral Health (OBH) requirements.

- e. Costs of offering the certificate program.

The Substance Use and Recovery Counseling program received \$198,000 in grant funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the expansion of substance abuse programming at UCCS (from September 2020 – September 2022), which enabled the hiring of a Field Placement Coordinator to support fieldwork placement, and program development.



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Despite this new addition, an additional instructor (full time, to be split between undergraduate human services BA, and this certificate program) must be hired within the first 2 years of the program, and an additional full time faculty member must be hired within 5 years of the initiation of this certificate in order to ensure that the MA in counseling program continues to meet the faculty to student ratio required by Council on Accreditation of Counseling and Related Programs (CACREP). These costs are reflected in the Substance Use and Recovery Counseling Graduate Certificate proforma, created in collaboration with April Keller in October of 2021.

- f. Expected benefits, income, return on investment.

Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will have the following benefits:

- 1) Clearly articulate on the students' transcripts that they have completed the substance use courses necessary for addiction counseling credentials in the state of Colorado (the program maintains a Memorandum of Understanding with the Office of Behavioral Health stating that the courses meet the requirements for licensure),
- 2) enable non-degree seeking students looking to complete the necessary courses for substance use credentials in Colorado to earn college credit (as opposed to completing these courses with community training centers and earning only "training hours"),
- 3) introduce individuals seeking the necessary courses for substance use credentials in Colorado to the MA in Clinical Mental Health Counseling (CMHC) and School Counseling (SC) courses and degree programs at UCCS, as many of the substance use and recovery courses are also part of the core curriculum for the CMHS and SC MA degrees.
- 4) Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will increase enrollment in the substance use counseling courses by incentivizing the completion of these courses for students seeking licensure.

- g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
NA



- h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.
NA

Part II (for GE Certificates)

1. Program website URL for certificate program:

Upon approval of the certificate, information will be housed here: <https://coe.uccs.edu/departments/counseling-human-services/DCHS-degree-programs>

2. Provide a narrative description of how the institution determined the need for the program. Describe what need this program will address and how the institution became aware of that need. If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative.

The primary aim of designating the Substance Use and Recovery Counseling graduate course sequence as a certificate is to incentivize the completion of college-level curriculum and training in order to meet the requirements for substance use credentials in Colorado, as outlined by the Colorado Office of Behavioral Health (OBH) for licensed providers. UCCS maintains a Memorandum of Understanding with the OBH that states that our Substance Use and Recovery Counseling curriculum meets and exceeds the requirements for substance use counseling licensure. As one of the few universities that is considered an OBH approved training site, persons in Colorado who are seeking college-level addictions training have limited options. The creation of this certificate opens 2 pathways to completing this coursework. The first pathway enables current MA in Counseling students, and recent graduates of the UCCS MA in Counseling programs to return to UCCS to complete the required addictions classes and obtain the certificate.

The second pathway enables students from other degree programs at UCCS (such as social work, health promotion, psychology, and others), who are currently limited in their ability to access our addictions courses due to the need to limit class sizes to maintain the faculty to student ratio required for accreditation (through CACREP), to begin accessing these courses in a structured way. Providing the course sequence with certificate status ensures that completing these courses meets other programs' requirements for declaring/completing a "certificate or minor". The parameters outlined in this certificate also ensure that students are slowly admitted to the certificate programs, which will allow the Department of Counseling and Human Services to slowly increase the number of students while hiring new instructors and faculty to maintain the required student to faculty ratio.



3. Provide a narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers.

In 2018, the United States (U.S.) Department of Health and Human Services estimated that Colorado has a shortage of approximately 110 addictions counselors. Should the number of addictions counselors being introduced to the workforce through training programs remain constant, the shortage of addictions counselors is expected to increase to 430 providers by 2030 (U.S. Department of Health and Human Services, 2018). There is a clear need within the state of Colorado to increase the accessibility of Substance Use Disorder training and education programs that prepare practitioners for certification and licensure as substance abuse counselors.

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling graduate course sequence were determined through collaboration with the Office of Behavioral Health Certified Addiction Counselor Clinical Training Program. See the Memorandum of Understanding (available in Sharepoint) for further details regarding this collaboration.

U.S. Department of Health and Human Services (2018). State-Level Projections of Supply and Demand for Behavioral Health Occupations: 2016-2030. Rockville, Maryland.

4. Provide a narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.

According to the Bureau of Labor Statistics (2019) the median pay for Substance Abuse Counselors is

\$46,240 annually. Over the next 10 years (2019-2029) the projected number of Substance Use Counselors positions is expected to increase by approximately 25% (much faster than average) (Bureau of Labor Statistics, 2019).

Bureau of Labor Statistics (2019). Occupational outlook handbook: Substance Abuse, Behavioral Disorder, and Mental Health Counselors. Retrieved from: <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>



5. Was the program reviewed and approved by any external groups such as:

- Business Advisory Board
- Program Integrity Board
- Oversight/regulatory agencies (other than CDHE or accrediting agencies)
- Business that would likely employ graduates of the program

NA

6. Provide a narrative description of how the program was reviewed or approved by, or developed in conjunction with, the entities selected in #5. For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the appropriate federal agencies upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling graduate course sequence were determined through collaboration with the Office of Behavioral Health (OBH) Certified Addiction Counselor Clinical Training Program. Dean Valerie Martin Conley, department of counseling and human services chair Joe Wehrman, former Substance Use and Recovery Counseling program coordinator Jim Saunders, and Office of Behavioral Health Certified Addiction Counseling Clinical Training Program coordinator Mary McMahon co-developed the course sequence, and related Memorandum of Understanding. See the Memorandum of Understanding (MOU) (available in Sharepoint) for further details regarding this collaboration. This MOU was updated in August of 2021 in collaboration with Mary McMahon to meet the new requirements released by OBH in April of 2021.

7. Describe how you will determine the on-time completion rate, job placement rate, and median loan debt in order to disclose the information on the departmental website.

Upon completion of the course sequence, students will sent a link to a Qualtrics survey (by the Substance Abuse and Recovery Counseling program project direct Dr. Cortny Stark) that includes the following questions:

1) The Substance Use and Recovery Counseling Graduate course sequence includes 15-21 credit hours of coursework. How would you describe the amount of time needed to complete these courses?

- I was able to complete the courses in the amount of time expected.



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- It took longer than expected to complete these courses.
- It took less time than expected to complete these courses.
- Other:

2) If the completion of these classes took more or less time than expected, what factors contributed to this?

3) At this time, I am:

- Employed in the human services field (e.g. behavioral technician, substance use counselor, case manager)
- Employed in another field
- Unemployed

4) At this time, my student loan debt is:

- \$0
- \$1 to \$4,999
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$29,999
- \$20,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000+

8. When do you intend to begin disbursing Title IV funds to students: NA

9. Estimate the cost of the program (you may change table as needed for your certificate and whether the program is online or in-person but make sure you include all information needed for GE designation):

Pathway 1 – 21 credit hours	Per Term	Annual
Tuition and fees	\$5,436.37 (9 hours for 2 semesters); \$1,929.09 (3 hours in the summer)	\$12,801.83
Room and board	0	0
Books and supplies	\$100	\$200



Pathway 2 – 15 credit hours	Per Term	Annual
Tuition and fees	\$5,436.37 (9 hours for 1 semester); \$3,661.98 (6 hours for 1 semester)	\$9,098.35
Room and board	0	0
Books and supplies	\$100	\$200

Additional explanation of costs, if necessary (e.g., cost per credit hour):

10. Using the Standard Occupational Classifications <http://www.bls.gov/soc> , select the primary occupational group for which the Gainful Employment Program will train the student:

a. Select the primary occupational group for which the Gainful Employment Program will train the student:

21-1011.00 - Substance Abuse and Behavioral Disorder Counselors

b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

21-1011.00 - Substance Abuse and Behavioral Disorder Counselors

11. Have you read the Gainful Employment regulations posted at <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html> and are you aware that failure to comply and failure to meet “gainfulness” could make your program ineligible for the Title IV financial aid on an annual basis? ☒ YES ☐ NO

Have you reviewed the regulations for any further requirements in the application?

☒ YES ☐ NO

Section K: Time Limits for Completion of Degrees and Certificates

Master's Degree

Although students are normally expected to complete a master's degree in one to three years, master's degree students have six years, from the date of the start of course work, to complete all degree requirements (which includes filing the thesis if Plan I is followed). A student who fails to complete the degree in the six-year period must file a petition for extension with the program director and have it approved by the Graduate School Dean. The petition, giving reasons why the student should be allowed to continue in the program, must be endorsed by the program director. The program director must approve the application of any course to the degree that was taken more than six years prior to the semester of graduation, and all such courses must be validated. Courses that have been validated will be eligible for use towards graduation for ~~six years for a master's degree~~ **two years**. If the student takes longer than that from time of validation to complete the degree, a new course validation will be required.

Doctoral Degree

Doctoral students are normally expected to complete all degree requirements within nine years from the date of the start of coursework in the doctoral program. A student who fails to complete the degree in the nine years must file a petition for extension with the program director and have it approved by the Graduate School Dean. The petition, giving reasons why the student should be allowed to continue in the program, must be endorsed by the program director or by three members of the student's dissertation advisory committee. If the Graduate School Dean approves, the student may continue studies for an additional year. If the Graduate School Dean does not approve the request, the college/school dean, with the concurrence of the program director, may dismiss the student from the program. If the Graduate School Dean and the program director do not agree on whether a student should be continued in the program, the Graduate Executive Committee shall make the final decision. If the extension is granted, any coursework that is over nine years must be validated prior to graduation. Courses that have been validated will be eligible for use towards graduation for ~~two years~~ **nine years for a doctoral degree**. If the student takes longer than that from time of validation to complete the degree, a new course validation will be required.

Section A: Final Responsibility

1. All appeals regarding course grades or admission decisions shall follow the procedures established by the college in which the course was taken, or the admission decision was rendered. Appeals related to course grades and admission decisions will not be reviewed by the Graduate School.
2. Final authority on appeals submitted by graduate students concerning actions (other than grading, admissions decisions, and ethics code) taken by faculty members, program directors, academic college/school or graduate dean, or other administrative officials, rests with the Student Affairs Committee. If an appeal involves a matter affecting two or more University of Colorado campuses, the final action rests with the Provost and Executive Vice Chancellor of Academic Affairs. If an appeal relates to a student ethics code allegation, the student may seek an appeal of the Student Affairs Committee decision through the Academic Affairs Ethics Code Committee under UCCS Campus Policy APS 200-019.

Section B: Student Appeal Procedures

The procedures for a student appeal to the Graduate School Dean and the GEC are:

1. An appeal will be officially accepted from a student only after it has been determined that the student has exhausted the appeals process in effect in the program, department, and college. The student has 30 days to submit an appeal to the Graduate School after receiving a decision at the college level. If the appeal is for a Graduate School decision, the provost will appoint a member of the GEC to hear the initial appeal and to call the Student Affairs Committee together.
2. If a resolution to the problem identified in the student's appeal cannot be reached on the department or college level, the student may submit a written appeal to the Graduate School Dean. The written appeal must describe in detail the basis in fact for the opinion that the student has been treated unfairly academically and must describe actions taken to resolve the problem at the departmental level.
3. Upon receipt of a written appeal from a student, the Graduate School Dean will contact the appropriate departmental or college officer to get a response to the questions or objections raised by the student. In some cases, a written response from the department or college may be requested. The response and appeal are then sent to the Student Affairs Committee of the GEC. This committee makes a decision in the case. The decision from the Student Affairs Committee is final,

except in cases that involve a student ethics code allegation. In these cases, the student may seek an appeal to the Student Affairs Committee decision through the Academic Affairs Ethics Code Committee under UCCS Campus Policy APS 200-019.

Graduate School Transfer Credit Procedures

Graduate students who submit credits to be evaluated for transfer will receive a final decision of acceptance or denial within 30 days of the student's request. Transfer of credit is considered "requested" when a Request for Transfer of Credit Form is completed and has all the required documents (official transcript, course syllabi, and course validations if needed).

Procedures:

- At the time of admission, a designated faculty member (graduate program representative) will conduct a content evaluation of transfer credits within 10 days of the student's request. If the content is determined to align with the program, the request will then be sent to the Graduate School for technical evaluation and decision to be rendered in 10 days. If approved, the request will be sent to the Registrar's Office who will have 10 days for final processing and to add the transfer credits to the student's UCCS transcripts. Once all departments have processed the transfer credits, the student will be notified.
- If a student submits a request for transfer credits more than 30 days after admission, a designated faculty member (graduate program representative) will conduct a content evaluation of transfer credits within 10 days of the student's request. If the content is determined to align with the program, the request will then be sent to the Graduate School for technical evaluation and decision to be rendered in 10 days. If approved, the request will be sent to the Registrar's Office who will have 10 days for final processing and to add the transfer credits to the student's UCCS transcripts. Once all departments have processed the transfer credits, the student will be notified. Some programs may have more strict policies and deadlines.
- Should any transfer credits be denied, the reasons for denial must be communicated to the student once the decision has been made (within 30 days of the request).
 - o If the transfer of credit is denied by the program, the student may appeal the decision following the procedures established by the college in which the program resides.
 - o If the transfer of credit is denied by the Graduate School, the student may appeal the decision following the appeal procedures outlined in Article V of the UCCS Graduate School Policy.

- Should a student change their program of study, a designated faculty member (graduate program representative) retains authority to review the transfer credits and:
 - Determine if credits are eligible to be applied to the final Program of Study;
 - Recommend approval of additional transfer credits;
 - Decline to include previously approved credits from the former Program of Study.